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ABSTRACT

Project Partnership and Student Success (PASS) provides help to grade 3 high risk mathematics students by forming partnerships with their parents. The school provides practice materials and personnel to teach parents how to use them. Parents provide task-oriented time and individual attention to their child. This program, in a practical way, coordinates the attainment of mathematics objectives, test-taking composure, home practice, computer use, and parental involvement--all without asking classroom teachers to modify or add to their workload. Described is a home visit where a facilitator drops off practice mathematics materials and takes time to explain their use to parents. A model of this home-based partnership could be readily adapted to other grade levels and subject areas. (KR)

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PROJECT P.A.S.S.

PARTNERSHIP AND STUDENT SUCCESS

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PROJECT P.A.S.S. HELPS THEM PASS

The label "high risk" is often applied early in a child's school career. The state of Georgia, through GBE's Program Development Division, provided funding and structure as McDuffie County sought to deal with "high risk" primary grade students. Project P.A.S.S. (Partnership And Student Success) evolved from a local developmental effort into a state-validated dissemination center.

P.A.S.S. provides help to third-grade, high-risk, math students by forming partnerships with their parents. The school provides practice materials and personnel to teach parents how to use them. Parents provide task-oriented time and individual attention to their child. Researched, field-tested, and validated through statistical analysis and in-depth study, the Partnership And Student Success program is ready to offer to other school districts training, materials, and expertise as they replicate the McDuffie County program.

P.A.S.S., in a practical way, coordinates the attainment of the CRT mathematics objectives, test-taking composure, home practice, computer use, and parental

SE051 751

involvement - all without asking a classroom teacher to modify or add to his workload.

At the heart of **P.A.S.S.** is the "facilitator" - the school employee whose major responsibility is to <u>take to homes</u> practice math materials, and to <u>take time</u> to explain their use to parents. The facilitator's schedule is flexible and melds with that of the parents rather than that of the school. Many parents recognize their child's problem, and want to help, but lack both skill and materials with which to work. **P.A.S.S.** provides both - in a non-threatening, supportive manner. System-owned computers, software, manipulative and drill activities, and instructional games which require two people to "play" comprise the "packets" which are taken to homes. Practice of math skills becomes fun, involves parents in something besides listening to oral reading, and provides for more "time on task." Packets are rotated among students about every two weeks, with major emphasis being placed on teacher-identified areas of weakness.

In addition to offering a means of skill acquisition, the home visit provides an opportunity to gain the trust and cooperation of parents. If children are present during the facilitator's visit, her modeling of effective, appropriate teaching methods are observed by parents. If not, role playing may occur between parent and facilitator. The facilitator may encourage parents to avail themselves of the adult education opportunities available through the school

system. She invites (and may even provide transportation for) participation in school-based opportunites such as PTO, Parent Effectiveness Seminars, and teacher conferences.

Measureable results of **P.A.S.S.** show a higher "pass rate" on the CRT and stronger scores on the ITBS. Immeasureable results show increased feelings of capability in both parents and children: a stronger bond between home and school: greater use of math manipulatives by teachers, parents and students: and a possible incentive to "stay in school" since the school has shown some heretofore uninvolved families that it really cares.

The model of this home-based partnership could be readily adapted to other grade levels and subject areas. State grant money is available to systems who choose to adopt the project and replicate it as McDuffie County has done. Chapter I guidelines recognize the parent involvment component as necessary, and allow use of their program funds to support this effort.

A presentation of this program includes a 23-minute videotape (for which a 1/2" VCR setup is needed), examination of a dozen sample "packets" and an overview of the Implementation Notebook and Materials Development Guide developed by McDuffie County. Questions from participants will be answered, and information concerning the state adoption grant program will be addressed.